



FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Mr. Hathaway **Lesson #:**3 **Facet:** Perspective, Interpretation

Grade Level: 9-12 **Numbers of Days:** 6

Topic: American Revolution

PART I:

Objectives

Student will understand that that woman, Native Americans and Slaves impacted the Revolution and there were very many pivotal points in the Revolution in shaping America.

Student will know the different roles played by sub groups, Conflicts in the West, French Indian War, Paxton boys, Slavery, Constitution, Bunker Hill, Lexington, George Washington.

Student will be able to do will be able to exhibit the role of woman, slaves and Native Americans in the Revolution and argue the ways that the war shaped America.

Product: iMovie or Radio show

Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment

Maine Learning Results

Content Area: Social Studies

Standard Label: E. History

Standard: E1 Historical Knowledge, themes, and patterns

Grade Level Span: Grade 9-Diploma "The Revolutionary Era, 1754-1783"

Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.

Performance Indicators: a,b,c,d

Rationale: Students will be able to take the perspective of someone during the Revolution and be able to argue how it helped shape America.

Assessments

Pre-Assessment: (Lesson 1 only)

Formative (Assessment for Learning)

Section I – checking for understanding strategy during instruction We will get to the basics of class discussions and just making sure students can persuade and argue while creating strong points.

Section II – timely feedback for products (self, peer, teacher) The feedback will be teacher peer. Students will rely on their classmates to help them out and keep them on track.

Summative (Assessment of Learning):

iMovie (1770) Students will make a short film or a skit about life during the Revolution. This should be informational and exhibit life during these times. Students should get creative with this, they can rap, sing, role-play or do anything they would like to get the content across. This leaves it pretty open as to how much technology that is required, but they just need to exhibit the content from the rubric.

Or

Blog (1770) Students will create a Blog to argue and persuade us your points about how the War shaped America, didn't shape it or what did shape it during the Revolution. The goal of this will be to teach kids to express their opinions in a controlled fashion and help keep an open mind. Hopefully other students opinions will help create more points of view and brain storms. This will help with technology skills because most of the forum will happen online.

Integration

Technology (SAMR): Students will go from just writing papers or having discussions to having a blog online where they argue and persuade the class about the shaping points of America. This to me is Augmentation and then making a movie to demonstrate lifestyles would be Modification.

Content Areas: English: Writing a script. **Music:** Involving music to time period.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction Students will use a KWL or a T-Chart in order to see how much information they know already from the other two lessons and to see where the lesson could be geared afterward. We will be doing round table discussions to help students clarify different things, bring up opinions and get creative, this could have possible role play scenarios.

Section II – Groups and Roles for Product

Students will be doing this project alone for the most part, but can do some revise and review process with a partner.

Differentiated Instruction

MI Strategies

Verbal: Students will put their words into text and post it onto a blog and communicate through text with classmates.

Visual: Students will see their peers' thoughts and be able to respond to those.

Musical: Music can be included in the iMovie from the Revolutionary Era. They could play a drum beat for a marching line in their movie.

Kinesthetic: While exhibiting the required material in the iMovie they will be allowed to be open ended for the amount of activity they want to include.

Interpersonal: Students will be able to be interactive during our class discussions as well as during peer evaluations.

Naturalist: These students will be able to be outside and look at different places where women, slaves and Native Americans may have done some of their activities.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

For students that are absent are expected to follow the standard procedure. If a student is absent during this lesson students must look in their folder for handouts or check the website to do what they can and see what they missed. If there are extenuating circumstances students can come meet with me and discuss a new plan for what they missed during the lesson. (Refer to syllabus)

Extensions

Technology (SAMR): Gifted Students: Gifted students will have to publish their work online either on youtube or another site to get it to redefinition.

Materials, Resources and Technology

List all the items you need for the lesson.

Laptops/iPads
Headphones
Graphic organizer
Printed readings
Projectors

Source for Lesson Plan and Research

List all URL and describe.

<http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=5> Has a list of people and biographies to give all information about any of the people.

<http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=4> Timeline of events and significance of each event.

<http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=6> Has some music ideas that students can use.

<http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=11> Text books and handouts.

http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf Graphic organizer

http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf Cooperative learning.

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (1-2 pages)*

Describe your classroom arrangement: Classroom arrangement will consist of students in small groups sitting in a square. I will be able to see everyone from my desk or the front of the room.

Agenda (include days and times)

Day 1

Overview (Connections, Background information and opening activity about cause and effects) 30 minutes.

Discussion about key points and how they lead to other things. 15 minutes.

Go over website to get readings and information. 20 minutes.

KWL and T-Chart 15 mins

Assignment: Try to find relations between characters of choice from class.

Day 2

Go over different aspects of a debate and go over respectful standards and argument/persuasion skills. 60 mins.

Run down of rest of lesson. (discuss debate, round table, 3 minute pause and the big assignments. 20 mins.

Assignment: Read over handouts and come with questions.

Day 3

Answer any questions about (Radioshow, Debates, round table or the Imovie.) 40 mins.

Presentation of notes 40 mins.

Assignment: Work on the projects

Day 4

Work on Both assignments 80 mins

Assignment: Continue working on project.

Day 5 Presentations and Reflections.

Teaching and Learning Sequence (Include all hyperlinks of the above URL's in this section.)

[Has a list of people and biographies to give all information about any of the people.](#)

[Timeline of events and significance of each event.](#)

[Has some music ideas that students can use.](#)

[Text books and handouts.](#)

[Graphic organizer](#)

[Cooperative learning.](#)

First Paragraph

Students will understand that woman, Native Americans and Slaves impacted the Revolution and there were very many pivotal points in the Revolution in shaping America. Students need to be able to persuade people that the Shaping of America was a process and that different groups played an interesting role in it as well. Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World. There will not be a Pre-Assessment. My hook will be much like the last one discussing causes and effects. I will show a video or do something to relate to them.

Where, Why, What, Hook Tailors: Verbal, Visual, Naturalist

Students will know The different roles played by sub groups, Conflicts in the West, French Indian War, Paxton boys, Slavery, Constitution, Bunker Hill, Lexington, George Washington. (See content notes) I will be using the class discussions to help spark ideas for the round tables and to hopefully help them gain and insight and have an open mind toward the KWL, round table and final product. I will have a rubric to track the progress of the students throughout and make sure that they are meeting the standards on persuasion and having an opinion. The peer part of the revisions will be at round tables making sure they each have points to argue and that they are persuasive enough.

Equip, Explore, Rethink, Tailors: Visual, Verbal, Musical, Naturalist, Interpersonal

Students will be able to exhibit the role of woman, slaves and Native Americans in the Revolution and argue the ways that the war shaped America. They will do this through a variety of different activities in class. This section has a wide variety for a final product. Students can apply their knowledge by either by exhibiting some of the turning points in the shaping of America, or argue different points they believe to be important. Students will be able to work in groups of two on the radioshow and groups of 3 on the iMovie. In some cases they will have bigger groups. There will be a self/group evaluations that will help me take into account each students grade. Refinements can be made as they go along throughout the project.

Experience, Revise, Refine, Tailors: Interpersonal, Visual, Verbal, Musical, Kinesthetic

My feedback process will be in rubric form and written notes on the backside critiquing their group performance.

This assignment is a building block for the rest of the assignments because it has a crucial amount of technology within it as well as the overview of information that will all carry over to the final assessment.

Evaluate, Tailors: Interpersonal, Verbal, Visual

Teacher Content Notes

Students will know The different roles played by sub groups, Conflicts in the West, French Indian War, Paxton boys, Slavery, Constitution, Bunker Hill, Lexington, George Washington

Paxton Boys

This link will help students gain knowledge on the Paxton boys to read a little about who they were and what they did and why they may be significant.

Stamp Act, Sugar Act [and Tea Act](#) Slavery, French Indian War

-Students will use this site to gain insight into the different events leading up to the Revolution. This will allow them to gain insight on what exactly the act was and when it happened. They will have enough background information that they can put it into perspective and use it later on in their project to discuss why the economy may have been affected the way it was and how people may have reacted to the different scenarios that happened. The web sight has each Act hyperlinked so they can read the actual document. The hyperlink will also allow students to figure out information on the events that may have taken place during these times as well.

Sons of Liberty

This is a little extra reading and background information given for an assignment for extra readings and will help them practice drawing important facts from resources.

Error! Hyperlink reference not valid.

This link will allow students to gain any background information that they need to learn about significant people to help with their movie trailers or timelines.

Handouts

List the items that need to be printed out for the lesson.

http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf

Readings

http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: *There is a set schedule so clipboards will like the fact they know what they will be doing and when they are expected to have it done.*

Microscope: *The need to ask why and look for a reason will be good in classroom discussion and critical thinking.*

Puppy: *Classroom environment will be very comfortable and they will be able to work with peers if needed*

Beach Ball: *Beachballs will have more fun with the project aspect because it is pretty open ended as far as what they are limited to for the project and what they can include. They just need to hit the target areas.*

Rationale: This lesson plan follows each of the learning styles for students to be able to learn effectively and for each student to have a voice in the conversations and contribute in their own ways without coming out of their comfort zones.

Standard 6 - Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Formative:

The class discussions will allow students to be interactive and have their own opinion and will allow me to see if they are on the right track with having a persuasive opinion or just arguing. The 3 minute pause will also help the students

Summative:

iMovie (1770) Students will make a short film or a skit about life during the Revolution. This should be informational and exhibit life during these times. Students should get creative with this, they can rap, sing, role-play or do anything they would like to get the content across. This leaves it pretty open as to how much technology that is required, but they just need to exhibit the content from the rubric.

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Rationale:

This Lesson includes different assignments from work that will be graded and some that is ungraded. The summative assessment will assess use of technology and content knowledge and the other assessments cover participation and stepping stones along the way.

Standard 7 - Planning Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Content Knowledge:

Students will understand that woman, Native Americans and Slaves impacted the Revolution and there were very many pivotal points in the Revolution in shaping America.

Maine Learning Results

Content Area: Social Studies

Standard Label: E. History

Standard: E1 Historical Knowledge, themes, and patterns

Grade Level Span: Grade 9-Diploma "The Revolutionary Era, 1754-1783"

Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.

Facet: Perspective, Interpretation

Rationale: This lesson is designed for students to gain knowledge and be able to put it in order in a significant way. They will also be able to step into someone else's shoes and see how others feel.

Standard 8 - Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

MI Strategies:

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Visual: Students will see their peers thoughts and be able to respond to those.

Musical: Music can be included in the iMovie from the Revolutionary Era. They could play a drum beat for a marching line in their movie.

Kinesthetic: While exhibiting the required material in the iMovie they will be allowed to be open ended for the amount of activity they want to include.

Interpersonal: Students will be able to be able to be interactive during our class discussions as well as during peer evaluations.

Naturalist: These students will be able to be outside and look at different places where woman, slaves and Native Americans may have done some of their activities.

Modification: Radioshow, Blog

Rationale: *Each lesson tries to tend to a different learner and their needs all learners are different so the more you incorporate the better.*

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: *I chose all of these because it is good to try to assess or tap into many of these. I try to reflect on all of these through the classwork, project and lesson.*

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: *A,B,C,D all of these are targeted by students in this lesson because of the technology use and structure in the classroom. Students are taught how to use it and in what way to use in efficiently but can be creative with the process.*